

Grade Three

Perform

- 3.1 The student will sing in tune with a clear tone quality.
 - 1. Sing melodies within the range of an octave.
 - 2. Develop a repertoire of familiar songs.
 - 3. Perform in a two-part music ensemble.
 - 4. Accompany singing with rhythm and/or melody instruments.
 - 5. Use terminology to interpret a music selection.
- 3.2 The student will notate and perform melody and rhythm patterns from the treble staff using traditional notation.
 - 1. Use melody instruments.
 - 2. Use a wide range of tempos and dynamics.
 - 3. Recognize that music is divided into measures.
- 3.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Dramatize songs, stories, and poems.
 - 4. Perform interpretive movement.
- 3.4 The student will perform I and V (V7) chords to accompany a two-chord melody using classroom instruments.
- 3.5 The student will identify and perform sets of beats that are grouped in twos and threes using descriptive terminology to identify which beats are strong and which beats are weak.

Create

- 3.6 The student will employ creativity in a variety of music experiences.
 - 1. Create accompaniments and ostinato for songs and chants.
 - 2. Create interpretive movement.
 - 3. Create lyrics to familiar melodies.
 - 4. Create new verses to songs.

Investigate

- 3.7 The student will identify ABA form.
- 3.8 The student will recognize music symbols within a composition and use music terminology to explain their functions.
- 3.9 The student will explore the music of world cultures through song, dance, and movement.
 - 1. Study folk tales and musical settings of folk tales.
 - 2. Listen to examples of instruments not traditionally found in bands or orchestras.
 - 3. Interpret music through movement.
 - 4. Perform traditional dances.

- 3.10 The student will identify the four orchestral families (woodwind, string, brass, percussion) by sight and sound.
- 3.11 The student will demonstrate the melodic shape (contour) of a musical phrase using music terminology to describe how pitch levels may move upward, downward, or stay the same.

Connect

- 3.12 The student will exhibit respect for the contributions of self and others in a music setting.
 - 1. Contribute to a group effort of making music.
 - 2. Contribute to a group effort of listening to music.
 - 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 3.13 The student will demonstrate an understanding of the relationship between music and other disciplines.